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| ***Strand*** | ***Standard*** | ***Description*** |
| American History | SS.K.A.1.1 | Develop an understanding of how to use and create a timeline. |
|  | SS.1.A.1.1 | Develop an understanding of a primary source. |
|  | SS.2.A.1.1 | Examine primary and secondary sources. |
|  | SS.3.A.1.1 | Analyze primary and secondary sources. |
|  | SS.4.A.1.1 | Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. |
|  | SS.5.A.1.1 | Use primary and secondary sources to understand history. |
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|  | SS.K.A.1.2 | Develop an awareness of a primary source. |
|  | SS.1.A.1.2 | Understand how to use the media center/other sources to find answers to questions about a historical topic. |
|  | SS.2.A.1.2 | Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. |
|  | SS.3.A.1.2 | Utilize technology resources to gather information from primary and secondary sources. |
|  | SS.4.A.1.2 | Synthesize information related to Florida history through print and electronic media |
|  | SS.5.A.1.2 | Utilize timelines to identify and discuss American History time periods. |
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|  | SS.3.A.1.3 | Define terms related to the social sciences. |
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|  | SS.K.A.2.1 | Compare children and families of today with those in the past. |
|  | SS.1.A.2.1 | Understand history tells the story of people and events of other times and places. |
|  | SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants in North America. |
|  | SS.4.A.2.1 | Compare Native American tribes in Florida |
|  | SS.5.A.2.1 | Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mount Builders/Anasazi/Inuit). |
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|  | SS.K.A.2.2 | Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage. |
|  | SS.1.A.2.2 | Compare life now with life in the past. |
|  | SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States. |
|  | SS.5.A.2.2 | Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). |
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|  | SS.K.A.2.3 | Compare our nation’s holidays with holidays of other cultures. |
|  | SS.1.A.2.3 | Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage. |
|  | SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans. |
|  | SS.5.A.2.3 | Compare cultural aspects of Native American tribes from different geographic regions of North American including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. |
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|  | SS.K.A.2.4 | Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility |
|  | SS.1.A.2.4 | Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. |
|  | SS.2.A.2.4 | Explore ways the daily life of people living in Colonial America changed over time. |
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|  | SS.K.A.2.5 | Recognize the importance of U.S. symbols |
|  | SS.1.A.2.5 | Distinguish between historical fact and fiction using various materials. |
|  | SS.2.A.2.5 | Identify reasons people came to the United States throughout history. |
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|  | SS.K.A.3.1 | Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. |
|  | SS.1.A.3.1 | Use terms related to time to sequentially order events that have occurred in school, home, or community. |
|  | SS.2.A.3.1 | Identify terms and designations of time sequence. |
|  | SS.4.A.3.1 | Identify explorers who came to Florida and the motivations for their expeditions. |
|  | SS.5.A.3.1 | Describe technological developments that shaped European exploration. |
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|  | SS.4.A.3.10 | Identify the causes and effects of the Seminole Wars. |
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|  | SS.K.A.3.2 | Explain that calendars represent days of the week and months of the year. |
|  | SS.1.A.3.2 | Create a timeline based on the student’s life or school events, using primary sources. |
|  | SS.4.A.3.2 | Describe causes and effects of European colonization on the Native American tribes of Florida. |
|  | SS.5.A.3.2 | Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. |
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|  | SS.4.A.3.3 | Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. |
|  | SS.5.A.3.3 | Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. |
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|  | SS.4.A.3.4 | Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). |
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|  | SS.4.A.3.5 | Identify the significance of Fort Mose as the first free African community in the United States. |
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|  | SS.4.A.3.6 | Identify the effects of Spanish rule in Florida. |
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|  | SS.4.A.3.7 | Identify nations (Spain, France, England) that controlled Florida before it became a United States territory. |
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|  | SS.4.A.3.8 | Explain how the Seminole tribe formed and the purpose for their migration. |
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|  | SS.4.A.3.9 | Explain how Florida (Adams-Onis Treaty) because a U.S. territory. |
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|  | SS.4.A.4.1 | Explain the effects of technological advances on Florida. |
|  | SS.5.A.4.1 | Identify the economic, political and socio-cultural motivation for colonial settlement. |
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|  | SS.4.A.4.2 | Describe pioneer life in Florida. |
|  | SS.5.A.4.2 | Compare characteristics of New England, Middle, and Southern colonies. |
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|  | SS.5.A.4.3 | Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. |
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|  | SS.5.A.4.4 | Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. |
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|  | SS.5.A.4.5 | Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. |
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|  | SS.5.A.4.6 | Describe the introduction, impact, and role of slavery in the colonies. |
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|  | SS.4.A.5.1 | Describe Florida’s involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. |
|  | SS.5.A.5.1 | Identify and explain significant events leading up to the American Revolution. |
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|  | SS.5A.5.10 | Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. |
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|  | SS.4.A.5.2 | Summarize challenges Floridians faced during Reconstruction. |
|  | SS.5.A.5.2 | Identify significant individuals and groups who played a role in the American Revolution. |
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|  | SS.5.A.5.4 | Examine and explain the changing roles and impact of significant women during the American Revolution. |
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|  | SS.5.A.5.5 | Examine and compare major battles and military campaigns of the American Revolution. |
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|  | SS.5.A.5.6 | Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. |
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|  | SS.5.A.5.7 | Explain economic, military, and political factors which lead to the end of the Revolutionary War. |
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|  | SS.5.A.5.8 | Evaluate the personal and political hardships resulting from the American Revolution. |
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|  | SS.5.A.5.9 | Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). |
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|  | SS.4.A.6.1 | Describe the economic development of Florida’s major industries. |
|  | SS.5.A.6.1 | Describe the causes and effects of the Louisiana Purchase. |
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|  | SS.4.A.6.2 | Summarize contributions immigrant groups made to Florida. |
|  | SS.5.A.6.2 | Identify roles and contributions of significant people during the period of westward expansion. |
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|  | SS.4.A.6.3 | Describe the contributions of significant individuals to Florida. |
|  | SS.5.A.6.3 | Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. |
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|  | SS.4.A.6.4 | Describe effects of the Spanish American War on Florida. |
|  | SS.5.A.6.4 | Explain the importance of the explorations west of the Mississippi River. |
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|  | SS.5.A.6.5 | Identify the causes and effects of the War of 1812. |
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|  | SS.5.A.6.6 | Explain how westward expansion affected Native Americans. |
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|  | SS.5.A.6.7 | Discuss the concept of Manifest Destiny. |
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|  | SS.5.A.6.8 | Describe the causes and effects of the Missouri Compromise. |
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|  | SS.5.A.6.9 | Describe the hardships of settlers along the overland trails to the west. |
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|  | SS.4.A.7.1 | Describe the causes and effects of the 1920s Florida land boom and bust. |
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|  | SS.4.A.7.2 | Summarize challenges Floridians faced during the Great Depression. |
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|  | SS.4.A.7.3 | Identify Florida’s role in World War II |
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|  | SS.4.A.8.1 | Identify Florida’s role in the Civil Rights Movement. |
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|  | SS.4.A.8.2 | Describe how and why immigration impacts Florida today. |
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|  | SS.4.A.8.3 | Describe the effect of the United States space program on Florida’s economy and growth. |
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|  | SS.4.A.8.4 | Explain how tourism affects Florida’s economy and growth. |
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|  | SS.4.A.9.1 | Utilize timelines to sequence key events in Florida history. |

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| ***Strand*** | ***Standard*** | ***Description*** |
| Civics & Government | SS.K.C.1.1 | Define and give examples of rules and laws, and why they are important. |
|  | SS.1.C.1.1 | Explain the purpose of rules and laws in the school and community.. |
|  | SS.2.C.1.1 | Explain why people form governments. |
|  | SS.3.C.1.1 | Explain the purpose and need for government. |
|  | SS.4.C.1.1 | Describe how Florida’s constitution protects the rights of citizens and provides for the structure, function, and purposes of state. |
|  | SS.5.C.1.1 | Explain how and why the United States government was created. |
|  | SS.6.C.1.1 | Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. |
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|  | SS.K.C.1.2 | Explain the purpose and necessity of rules and laws at home, school, and community. |
|  | SS.1.C.1.2 | Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. |
|  | SS.2.C.1.2 | Explain the consequences of an absence of rules and laws. |
|  | SS.3.C.1.2 | Describe how government gains its power from the people. |
|  | SS.5.C.1.2 | Define a constitution, and discuss its purposes. |
|  | SS.6.C.1.2 | Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
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|  | SS.1.C.1.3 | Give examples of the use of power without authority in the school and community. |
|  | SS.3.C.1.3 | Explain how government was established through a written Constitution. |
|  | SS.5.C.1.3 | Explain the definition and origin of rights. |
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|  | SS.5.C.1.4 | Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses. |
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|  | SS.5.C.1.5 | Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the US Constitution. |
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|  | SS.5.C.1.6 | Compare Federalist and Anti-Federalist view of government. |
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|  | SS.K.C.2.1 | Demonstrate the characteristics of being a good citizen. |
|  | SS.1.C.2.1 | Explain the rights and responsibilities students have in the school community. |
|  | SS.2.C.2.1 | Identify what it means to be a United States citizen either by birth or by naturalization. |
|  | SS.3.C.2.1 | Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. |
|  | SS.4.C.2.1 | Discuss public issues in Florida that impact the daily lives of its citizens. |
|  | SS.5.C.2.1 | Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution. |
|  | SS.6.C.2.1 | Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect of the American political process. |
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|  | SS.K.C.2.2 | Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. |
|  | SS.1.C.2.2 | Describe the characteristics of responsible citizenship in the school community. |
|  | SS.2.C.2.2 | Define and apply the characteristics of responsible citizenship. |
|  | SS.4.C.2.2 | Identify ways citizens work together to influence government and help solve community and state problems. |
|  | SS.5.C.2.2 | Compare forms of political participation in the colonial period to today. |
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|  | SS.K.C.2.3 | Describe fair ways for groups to make decisions. |
|  | SS.1.C.2.3 | Identify ways students can participate in the betterment of their school and community. |
|  | SS.2.C.2.3 | Explain why United States citizens have guaranteed rights and identify rights. |
|  | SS.4.C.2.3 | Explain the importance of public service, voting, and volunteerism. |
|  | SS.5.C.2.3 | Analyze how the Constitution has expanded voting rights from our nation’s early history to today. |
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|  | SS.1.C.2.4 | Show respect and kindness to people and animals. |
|  | SS.2.C.2.4 | Identify ways citizens can make a positive contribution in their community. |
|  | SS.5.C.2.4 | Evaluate the importance of civic responsibilities in American democracy. |
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|  | SS.2.C.2.5 | Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. |
|  | SS.5.C.2.5 | Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. |
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|  | SS.1.C.3.1 | Explain how decisions can be made or how conflicts might be resolved in fair and just ways. |
|  | SS.2.C.3.1 | Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. |
|  | SS.3.C.3.1 | Identify the levels of government (local, state, federal). |
|  | SS.4.C.3.1 | Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each. |
|  | SS.5.C.3.1 | Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the US Constitution. |
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|  | SS.1.C.3.2 | Recognize symbols and individuals that represent American constitutional democracy. |
|  | SS.2.C.3.2 | Recognize symbols, individuals, events, and documents that represent the United States. |
|  | SS.3.C.3.2 | Describe how government is organized at the local level. |
|  | SS.4.C.3.2 | Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner) |
|  | SS.5.C.3.2 | Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. |
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|  | SS.3.C.3.3 | Recognize that every state has a state constitution. |
|  | SS.5.C.3.3 | Give examples of powers granted to the federal government and those reserved for the states. |
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|  | SS.3.C.3.4 | Recognize that the Constitution of the United States is the supreme law of the land. |
|  | SS.5.C.3.4 | Describe the amendment process as defined in Article V of the Constitution and give examples. |
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|  | SS.5.C.3.5 | Identify the fundamental rights of all citizens as enumerated in the Bill of Rights. |
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|  | SS.5.C.3.6 | Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. |
| ***Strand*** | ***Standard*** | ***Description*** |
| Geography | SS.K.G.1.1 | Describe the relative location of people, places, and things by using positional words. |
|  | SS.1.G.1.1 | Use physical and political/cultural maps to locate places in Florida. |
|  | SS.2.G.1.1 | Use different types of maps (political, physical, and thematic) to identify map elements. |
|  | SS.3.G.1.1 | Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. |
|  | SS.4.G.1.1 | Identify physical features of Florida |
|  | SS.5.G.1.1 | Interpret current and historical information using a variety of geographic tools. |
|  | SS.6.G.1.1 | Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. |
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|  | SS.K.G.1.2 | Explain that maps and globes help to locate different places and that globes are a model of the Earth. |
|  | SS.1.G.1.2 | Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes. |
|  | SS.2.G.1.2 | Using maps and globes, locate the student’s hometown, Florida, and North America, and locate the state capital and the national capitol. |
|  | SS.3.G.1.2 | Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols). |
|  | SS.4.G.1.2 | Locate and label cultural features on a Florida map. |
|  | SS.5.G.1.2 | Use latitude and longitude to locate places. |
|  | SS.6.G.1.2 | Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. |
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|  | SS.K.G.1.3 | Identify cardinal directions (north, south, east, west). |
|  | SS.1.G.1.3 | Construct a basic map using key elements including cardinal directions and map symbols. |
|  | SS.2.G.1.3 | Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. |
|  | SS.3.G.1.3 | Label the continents and oceans on a world map. |
|  | SS.4.G.1.3 | Explain how weather impacts Florida. |
|  | SS.5.G.1.3 | Identify major United States physical features on a map of North America. |
|  | SS.6.G.1.3 | Identify natural wonders of the ancient world. |
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|  | SS.K.G.1.4 | Differentiate land and water features on simple maps and globes. |
|  | SS.1.G.1.4 | Identify a variety of physical features using a map and globe. |
|  | SS.2.G.1.4 | Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands) |
|  | SS.3.G.1.4 | Name and identify the purpose of maps (physical, political, elevation, population). |
|  | SS.4.G.1.4 | Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude). |
|  | SS.5.G.1.4 | Construct maps, charts, and graphs to display geographic information. |
|  | SS.6.G.1.4 | Utilize tools geographers use to study the world. |
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|  | SS.1.G.1.5 | Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico. |
|  | SS.3.G.1.5 | Compare maps and globes to develop an understanding of the concept of distortion. |
|  | SS.5.G.1.5 | Identify and locate the original thirteen colonies on a map of North America. |
|  | SS.6.G.1.5 | Use scale, cardinal and intermediate directions, and estimation of distances between places on current and ancient maps of the world. |
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|  | SS.1.G.1.6 | Describe how location, weather, and physical environment affect the way people live in our community. |
|  | SS.3.G.1.6 | Use maps to identify different types of scale to measure distances between two places. |
|  | SS.5.G.1.6 | Locate and identify states, capitals, and United States Territories on a map. |
|  | SS.6.G.1.6 | Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. |
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|  | SS.6.G.1.7 | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. |
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|  | SS.K.G.2.1 | Locate and describe places in the school and community. |
|  | SS.3.G.2.1 | Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). |
|  | SS.5.G.2.1 | Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. |
|  | SS.6.G.2.1 | Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. |
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|  | SS.K.G.2.2 | Know one’s own phone number, street address, city or town and that Florida is the state in which the student lives. |
|  | SS.3.G.2.2 | Identify the five regions of the United States. |
|  | SS.6.G.2.2 | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. |
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|  | SS.3.G.2.3 | Label the states in each of the five regions of the United States. |
|  | SS.6.G.2.3 | Analyze the relationship of physical geography to the development of ancient river valley civilizations. |
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|  | SS.3.G.2.4 | Describe the physical features of the United States, Canada, Mexico, and the Caribbean. |
|  | SS.6.G.2.4 | Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. |
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|  | SS.3.G.2.5 | Identify natural and manmade landmarks in the United States, Canada, Mexico, and the Caribbean. |
|  | SS.6.G.2.5 | Interpret how geographic boundaries invite or limit interaction with other regions and cultures. |
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|  | SS.3.G.2.6 | Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. |
|  | SS.6.G.2.6 | Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. |
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|  | SS.6.G.2.7 | Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. |
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|  | SS.K.G.3.1 | Identify basic landforms. |
|  | SS.3.G.3.1 | Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. |
|  | SS.5.G.3.1 | Describe the impact that past natural events have had on human and physical environments in the United States through 1850. |
|  | SS.6.G.3.1 | Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. |
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|  | SS.K.G.3.2 | Identify basic bodies of water. |
|  | SS.3.G.3.2 | Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. |
|  | SS.6.G.3.2 | Analyze the impact of human populations on the ancient world’s ecosystems. |
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|  | SS.K.G.3.3 | Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment. |
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|  | SS.3.G.4.1 | Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. |
|  | SS.5.G.4.1 | Use geographic knowledge and skills when discussing current events. |
|  | SS.6.G.4.1 | Explain how family and ethnic relationships influenced ancient cultures. |
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|  | SS.3.G.4.2 | Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. |
|  | SS.5.G.4.2 | Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems. |
|  | SS.6.G.4.2 | Use maps to trace significant migrations, and analyze their results. |
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|  | SS.3.G.4.3 | Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. |
|  | SS.6.G.4.3 | Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world. |
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|  | SS.3.G.4.4 | Identify contributions from various ethnic groups to the United States. |
|  | SS.6.G.4.4 | Map and analyze the impact of the spread of various belief systems in the ancient world. |
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|  | SS.6.G.5.1 | Identify the methods used to compensate for the scarcity of resources in the ancient world. |
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|  | SS.6.G.5.2 | Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages. |
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|  | SS.6.G.5.3 | Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued may ancient civilizations. |
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|  | SS.6.G.6.1 | Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people. |
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|  | SS.6.G.6.2 | Compare maps of the world in ancient times with current political maps. |

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| ***Strand*** | ***Standard*** | ***Description*** |
| Economics | SS.K.E.1.1 | Describe different kinds of jobs that people do and the tools or equipment used. |
|  | SS.1.E.1.1 | Recognize that money is a method of exchanging goods and services |
|  | SS.2.E.1.1 | Recognize that people make choices because of limited resources. |
|  | SS.3.E.1.1 | Give examples of how scarcity results in trade. |
|  | SS.4.E.1.1 | Identify entrepreneurs form various social and ethnic backgrounds who have influenced Florida and local economy. |
|  | SS.5.E.1.1 | Identify how trade promoted economic growth in North America from pre-Columbian times to 1850 |
|  | SS.6.E.1.1 | Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. |
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|  | SS.K.E.1.2 | Recognize that United States currency comes in different forms. |
|  | SS.1.E.1.2 | Define opportunity costs as giving up one thing for another. |
|  | SS.2.E.1.2 | Recognize that people supply goods and services based on consumer demands. |
|  | SS.3.E.1.2 | List the characteristics of money. |
|  | SS.4.E.1.2 | Explain Florida’s role in the national and international economy and conditions that attract businesses to the state. |
|  | SS.5.E.1.2 | Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. |
|  | SS.6.E.1.2 | Describe and identify traditional and command economies as they appear in different civilizations. |
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|  | SS.K.E.1.3 | Recognize that people work to earn money to buy things they need or want. |
|  | SS.1.E.1.3 | Distinguish between examples of goods and services. |
|  | SS.2.E.1.3 | Recognize that the United States trades with other nations to exchange goods and services. |
|  | SS.3.E.1.3 | Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. |
|  | SS.5.E.1.3 | Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. |
|  | SS.6.E.1.3 | Describe the following economic concepts as they relate to early civilizations: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurships). |
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|  | SS.K.E.1.4 | Identify the difference between basic needs and wants. |
|  | SS.1.E.1.4 | Distinguish people as buyers, sellers, and producers of goods and services. |
|  | SS.2.E.1.4 | Explain the personal benefits and costs involved in saving and spending. |
|  | SS.3.E.1.4 | Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. |
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|  | SS.1.E.1.5 | Recognize the importance of saving money for future purchases. |
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|  | SS.1.E.1.6 | Identify that people need to make choices because of scarce resources. |
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|  | SS.5.E.2.1 | Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. |
|  | SS.6.E.2.1 | Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. |
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|  | SS.6.E.3.1 | Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. |
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|  | SS.6.E.3.2 | Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. |
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|  | SS.6.E.3.3 | Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. |
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|  | SS.6.E.3.4 | Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. |

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| ***Strand*** | ***Standard*** | ***Description*** |
| Financial Literacy | SS.4.FL.1.1 | People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills. |
|  | SS.4.FL.1.2 | People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work. |
|  | SS.4.FL.1.3 | Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid. |
|  | SS.4.FL.1.4 | People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions |
|  | SS.4.FL.1.5 | People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid. |
|  | SS.4.FL.1.6 | Describe ways that people who own a business can earn a profit, which is a source of income. |
|  | SS.4.FL.1.7 | Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs. |
|  | SS.4.FL.1.8 | Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services. |
|  | SS.4.FL.2.1 | Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity. |
|  | SS.4.FL.2.2 | Explain that people make choices about what goods and services they buy because they can’t have everything they want. This requires individuals to prioritize their wants. |
|  | SS.4.FL.2.3 | Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness. |
|  | SS.4.FL.2.4 | Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice. |
|  | SS.4.FL.2.5 | Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives. |
|  | SS.4.FL.2.6 | Predict how people’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure. |
|  | SS.4.FL.2.7 | Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income. |
|  | SS.4.FL.3.1 | Identify ways that income is saved, spent on goods and services, or used to pay taxes. |
|  | SS.4.FL.3.2 | Explain that when people save money, they give up the opportunity to buy things now in order to buy things later. |
|  | SS.4.FL.3.3 | Identify ways that people can choose to save money in many places – for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan |
|  | SS.4.FL.3.4 | Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future. |
|  | SS.4.FL.3.5 | Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings. |
|  | SS.4.FL.4.1 | Discuss that interest is the price the borrower pays for using someone else’s money. |
|  | SS.4.FL.4.2 | Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest. |
|  | SS.4.FL.5.1 | Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time. |
|  | SS.4.FL.5.2 | Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income. |
|  | SS.4.FL.6.1 | Explain that risk is the chance of loss or harm. |
|  | SS.4.FL.6.2 | Explain that risk from accidents and unexpected events is an unavoidable part of daily life. |
|  | SS.4.FL.6.3 | Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk. |
|  | SS.4.FL.6.4 | Discuss that one method to cope with unexpected losses is to save for emergencies. |

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| ***Strand*** | ***Standard*** | ***Description*** |
| World History | SS.6.W.1.1 | Use timelines to identify chronological order of historical events. |
|  | SS.6.W.1.2 | Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods. |
|  | SS.6.W.1.3 | Interpret primary and secondary sources. |
|  | SS.6.W.1.4 | Describe the methods of historical inquiry and how history relates to the other social sciences. |
|  | SS.6.W.1.5 | Describe the roles of historians and recognize varying historical interpretations (historiography) |
|  | SS.6.W.1.6 | Describe how history transmits culture and heritage and provides models of human character |
|  | SS.6.W.2.1 | Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities. |
|  | SS.6.W.2.10 | Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. |
|  | SS.6.W.2.2 | Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization. |
|  | SS.6.W.2.3 | Identify the characteristics of civilization. |
|  | SS.6.W.2.4 | Compare the economic, political, social, and religious institutions of ancient river civilizations. |
|  | SS.6.W.2.5 | Summarize important achievements of Egyptian civilizations. |
|  | SS.6.W.2.6 | Determine the contributions of key figures from ancient Egypt. |
|  | SS.6.W.2.7 | Summarize the important achievements of Mesopotamian civilization. |
|  | SS.6.W.2.8 | Determine the impact of key figures from ancient Mesopotamian civilizations. |
|  | SS.6.W.2.9 | Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. |
|  | SS.6.W.3.1 | Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet). |
|  | SS.6.W.3.10 | Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
|  | SS.6.W.3.11 | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |
|  | SS.6.W.3.12 | Explain the causes for the growth and longevity of the Roman Empire. |
|  | SS.6.W.3.13 | Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. |
|  | SS.6.W.3.14 | Describe the key achievements and contributions of Roman civilization. |
|  | SS.6.W.3.15 | Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |
|  | SS.6.W.3.16 | Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves. |
|  | SS.6.W.3.17 | Explain the spread and influence of the Latin language on Western Civilization. |
|  | SS.6.W.3.18 | Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity’s development in Ethiopia. |
|  | SS.6.W.3.2 | Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. |
|  | SS.6.W.3.3 | Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). |
|  | SS.6.W.3.4 | Explain the causes and effects of the Persian and Peloponnesian Wars. |
|  | SS.6.W.3.5 | Summarize the important achievements and contributions of ancient Greek civilization. |
|  | SS.6.W.3.6 | Determine the impact of key figures from ancient Greece. |
|  | SS.6.W.3.7 | Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. |
|  | SS.6.W.3.8 | Determine the impact of significant figures associated with ancient Rome. |
|  | SS.6.W.3.9 | Explain the impact of the Punic Wars on the development of the Roman Empire. |
|  | SS.6.W.4.1 | Discuss the significance of Aryan and other tribal migrations on Indian civilizations. |
|  | SS.6.W.4.10 | Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin. |
|  | SS.6.W.4.11 | Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. |
|  | SS.6.W.4.12 | Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century |
|  | SS.6.W.4.2 | Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |
|  | SS.6.W.4.3 | Recognize the political and cultural achievements of the Mauryan and Gupta empires. |
|  | SS.6.W.4.4 | Explain the teaching of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. |
|  | SS.6.W.4.5 | Summarize the important achievements and contributions of ancient Indian civilization. |
|  | SS.6.W.4.6 | Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |
|  | SS.6.W.4.7 | Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. |
|  | SS.6.W.4.8 | Describe the contributions of classical and post classical China. |
|  | SS.6.W.4.9 | Identify key figures from classical and post classical China. |